

Brookdale Elementary

394 Brookdale Drive
Orangeburg, SC 29115

Grades	K-5 Elementary School	
Enrollment	229 Students	
Principal	Dr. Casandra H. Jenkins	803-534-5982
Superintendent	Melvin Smoak	803-534-5454
Board Chair	Kalu Kalu	803-534-5454

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	37	55	13

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 6 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Excellent	N/A
2003	Below Average	Below Average	No
2004	Below Average	Below Average	Yes
2005	Below Average	Below Average	No

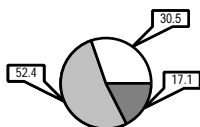
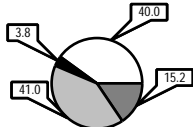
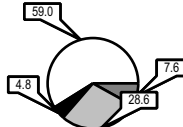
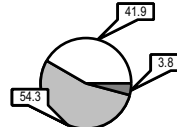
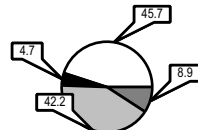
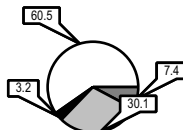
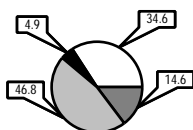
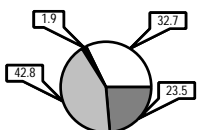
DEFINITIONS OF SCHOOL RATING TERMS

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

92.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	124	100.0	30.5	52.4	17.1	0.0	26.7	No	Yes
Gender									
Male	66	100.0	39.6	49.1	11.3	0.0	15.1		
Female	58	100.0	21.2	55.8	23.1	0.0	38.5		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	124	100.0	30.5	52.4	17.1	0.0	26.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	112	100.0	30.9	52.1	17.0	0.0	27.7		
Disabled	12	100.0	27.3	54.5	18.2	0.0	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	124	100.0	30.5	52.4	17.1	0.0	26.7		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	123	100.0	30.8	51.9	17.3	0.0	26.0		
Socio-Economic Status									
Subsidized meals	115	100.0	30.7	52.5	16.8	0.0	26.7	No	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	124	99.2	39.4	41.3	15.4	3.8	24.0	No	Yes
Gender									
Male	66	100.0	50.9	37.7	11.3	0.0	13.2		
Female	58	98.3	27.5	45.1	19.6	7.8	35.3		
Racial/Ethnic Group									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	124	99.2	39.4	41.3	15.4	3.8	24.0	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	112	99.1	36.6	41.9	17.2	4.3	26.9		
Disabled	12	100.0	63.6	36.4	0.0	0.0	0.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	124	99.2	39.4	41.3	15.4	3.8	24.0		
English Proficiency									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	123	99.2	39.8	41.7	14.6	3.9	23.3		
Socio-Economic Status									
Subsidized meals	115	99.1	40.0	41.0	16.0	3.0	24.0	No	Yes
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	124	99.2	58.7	28.8	7.7	4.8	12.5
Gender							
Male	66	100.0	71.7	22.6	1.9	3.8	5.7
Female	58	98.3	45.1	35.3	13.7	5.9	19.6
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	124	99.2	58.7	28.8	7.7	4.8	12.5
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	112	99.1	55.9	30.1	8.6	5.4	14.0
Disabled	12	100.0	81.8	18.2	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	99.2	58.7	28.8	7.7	4.8	12.5
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	123	99.2	59.2	28.2	7.8	4.9	12.6
Socio-Economic Status							
Subsidized meals	115	99.1	58.0	30.0	8.0	4.0	12.0
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	124	99.2	41.3	54.8	3.8	0.0	3.8
Gender							
Male	66	100.0	49.1	47.2	3.8	0.0	3.8
Female	58	98.3	33.3	62.7	3.9	0.0	3.9
Racial/Ethnic Group							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	124	99.2	41.3	54.8	3.8	0.0	3.8
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	112	99.1	37.6	58.1	4.3	0.0	4.3
Disabled	12	100.0	72.7	27.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	124	99.2	41.3	54.8	3.8	0.0	3.8
English Proficiency							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	123	99.2	41.7	55.3	2.9	0.0	2.9
Socio-Economic Status							
Subsidized meals	115	99.1	41.0	56.0	3.0	0.0	3.0
Full-pay meals	5	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	45	95.6	41.9	48.8	9.3	N/A	9.3
	4	41	100.0	45.0	47.5	7.5	N/A	7.5
	5	34	97.1	39.4	48.5	12.1	N/A	12.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	31	100.0	12.0	44.0	44.0	0.0	44.0
	4	51	100.0	38.1	47.6	14.3	0.0	14.3
	5	42	100.0	32.4	64.9	2.7	0.0	2.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	45	95.6	39.5	53.5	7.0	N/A	7.0
	4	41	100.0	55.0	42.5	2.5	N/A	2.5
	5	34	97.1	33.3	36.4	27.3	3.0	30.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	31	100.0	32.0	36.0	20.0	12.0	32.0
	4	51	100.0	40.5	40.5	16.7	2.4	19.0
	5	42	97.6	41.7	47.2	11.1	0.0	11.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	31	100.0	24.0	36.0	24.0	16.0	40.0
	4	51	100.0	57.1	35.7	4.8	2.4	7.1
	5	42	97.6	83.3	16.7	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	31	100.0	16.0	72.0	12.0	0.0	12.0
	4	51	100.0	42.9	54.8	2.4	0.0	2.4
	5	42	97.6	55.6	44.4	0.0	0.0	0.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 229)				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	4.1%	Down from 6.8%	3.9%	3.0%
Attendance rate	90.1%	Down from 96.4%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.5%	Down from 7.7%	6.3%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	8.1%	Up from 6.8%	5.7%	3.2%
Eligible for gifted and talented	0.0%	Down from 0.7%	4.4%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.6%	Down from 9.9%	7.8%	8.2%
Older than usual for grade	4.4%	Down from 5.7%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 24)				
Teachers with advanced degrees	54.2%	Down from 60.0%	50.0%	52.6%
Continuing contract teachers	100.0%	Up from 92.0%	77.4%	83.3%
Highly qualified teachers	100.0%	Up from 95.5%	91.7%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	3.0%	0.0%
Teachers returning from previous year	88.1%	Up from 88.0%	83.1%	87.0%
Teacher attendance rate	95.1%	Down from 95.7%	94.9%	95.0%
Average teacher salary	\$43,626	Up 1.6%	\$40,366	\$41,703
Prof. development days/teacher	8.8 days	Down from 9.7 days	14.4 days	12.8 days
School				
Principal's years at school	5.0	Up from 4.0	4.0	4.0
Student-teacher ratio in core subjects	12.6 to 1	N/R	16.3 to 1	18.8 to 1
Prime instructional time	84.0%	Down from 89.4%	88.8%	89.8%
Dollars spent per pupil*	\$10,720	Up 18.2%	\$7,482	\$6,242
Percent of expenditures for teacher salaries*	60.5%	Down from 64.6%	63.5%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	90.4%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		No	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

"Spreading our Eagle Wings" describes the accomplishments of Brookdale Elementary School. We are especially proud to share that the Brookdale family is progressing both individually and collectively. Parents, students, faculty, and community members work collaboratively to ensure all-around success for our students. We have a school population of 291 students with 89% eligible for free or reduced-priced lunch. We are a Title I school with approximately 60.8% of our students scoring Basic or Above in English Language Arts and 59.7% scoring basic or above in Mathematics on the 2003-2004 Palmetto Achievement Challenge Test.

The faculty and staff at Brookdale Elementary School view professional development as the core of sustained academic success. We maintain a yearly commitment to the development of our own professional growth, which allows us to positively "affect" the lives of our students. "Teachers as curriculum writers" has been our academic focus for the past two years. Teachers develop and implement classroom curricula through the use of curriculum maps. Maps have been revised on all grade levels and related arts teachers have developed special area curriculums that integrate with regular classroom instruction. Our students also benefit from an array of computer-assisted instruction which includes: the Waterford Early Reading Program; Riverdeep Math; Lightspan (21st Century Grant Program); Academy of Reading; Accelerated Reading; Accelerated Math; and Essential Skills.

Brookdale Elementary students have been recognized by the Writing Improvement Network (WIN), an affiliate of the State Department of Education, with the Exemplary Writing School Award. This award recognizes Brookdale as having a noteworthy, school-wide writing program that cultivates excellence in writing. Brookdale will be recognized the Exemplary Writing Status for the next three years.

A new feature at Brookdale is our state-of-the art Parenting Center. Parents/Guardians are invited to enhance their reading, writing, and parenting skills through the use of resources located in the center. In an effort to extend resources into the homes of our students, parents have the opportunity to check out Take-Home Curricular Totes for their children.

Parents, grandparents, business and community members support school activities with high attendance and participation such as Back-to-School Bash, Grandparent's Day, Mr. and Miss Brookdale, Waterford Parent Meetings, Caroling Around the Community, Field Day, May Day, and PTO meetings.

Casandra H. Jenkins, Ed.D., Principal
Mrs. Parrie Hook, SIC

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	6	34	20
Percent satisfied with learning environment	100.0%	82.4%	85.0%
Percent satisfied with social and physical environment	100.0%	87.9%	90.0%
Percent satisfied with school-home relations	83.3%	81.8%	66.7%

*Only students at the highest elementary school grade level at this school and their parents were included.